

## 2022-23 Continuous Improvement Plan Review Checklist

DISTRICT / LEA #	DISTRICT / LEA NAME	DATE OF REVIEW

### CONTINUOUS IMPROVEMENT PLAN NARRATIVE

#### 2022-2023 Narrative Update Exemptions

Did the district / charter provide an updated 2022-23 Continuous Improvement Plan Narrative?

☐ YES

☐ NO

➤ If Yes, proceed to Narrative Review Checklist

➤ If No, review the following criteria to determine if the district / charter school meets the criteria exempting them from providing an updated narrative:

– District / charter school has indicated that they are not providing a 2022-23 Continuous Improvement Plan Narrative because they have *not* made any substantial changes to the information (mission, vision, community involvement description) included in their previous Continuous Improvement Plan Narrative or Combined District Plan Narrative

☐ YES

☐ NO

– District / charter school had a fully compliant 2021-22 Continuous Improvement Plan Narrative or is continuing a previously-granted narrative exemption

☐ YES

☐ NO

Is district / charter school exempt from providing an updated 2022-23 Continuous Improvement Plan Narrative?

☐ YES

☐ NO

**REVIEW KEY (for the “Included” column)**

X = Fully Addressed

/ = Partially Addressed

Blank = Not Addressed

**NARRATIVE REVIEW****Section: Mission and Vision**

Continuous Improvement Plan – Narrative Requirements		
Included	Required Item	Notes
	District/LEA mission and vision statements.	

**Section: Community Involvement in Plan Development**

Continuous Improvement Plan – Narrative Requirements		
Included	Required Item	Notes
	Information indicating how the district/LEA engaged students, parents, educators, and the community in the development of the Continuous Improvement Plan.	

**METRICS AND DEMOGRAPHICS REVIEW****Section: Introductory Information**

Continuous Improvement Plan & Literacy Intervention Plan – Metrics Requirements		
Included	Required Item	Notes
	Link to the district / charter school report card (idahoschools.org, as publicly released by the State Department of Education) is provided to address previous year(s) of data and LEA demographics.	

**Section I: Student Achievement & Growth Metrics – Current & Previous Year Performance Targets**

Included	Required Item	Notes
	2021-22 Performance Targets (as previously set in the LEA's 2021-22 CIP) for all blue-shaded Section I Metrics.	
	2022-23 Performance Targets are set for all blue-shaded Section I Student Achievement & Growth Metrics.	

**Section II: Literacy Proficiency & Growth Metrics – Current & Previous Year Performance Targets**

Included	Required Item	Notes
	2021-22 Performance Targets (as previously set in the LEA's 2021-22 CIP) for all Section II Metrics.	
	2022-23 Performance Targets are set for all Section II Literacy Proficiency & Growth Metrics.	

**Section III: How LEA Measures Progress Towards Literacy Goals and Targets**

Included	Required Item	Notes
	LEA completed Section III.A, including the following: <input type="checkbox"/> At least one (1) metric created by the LEA to measure literacy progress. Metric(s) is distinctly different from any metrics in the previous sections. <input type="checkbox"/> At least 1 prior year of data is included for each LEA-chosen metrics. If the metric(s) do not have previous data available, LEA has indicated that appropriately. <input type="checkbox"/> 2022-23 Performance Targets are set for each LEA-chosen metric.	
OR		
	LEA completed Section III.B by providing a brief narrative that identifies how the LEA plans to measure literacy progress that includes the following: <input type="checkbox"/> At least one clear metric that is quantifiable. <input type="checkbox"/> Reflection on prior performance. <input type="checkbox"/> At least one goal or target for future (2022-23) performance.	

#### Section IV: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals

Included	Required Item	Notes
	<p>LEA completed Section IV.A, including the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> At least one (1) metric created by the LEA to measure progress towards college and career advising and mentoring goals. Metric(s) is distinctly different from any metrics in the previous sections.</li> <li><input type="checkbox"/> At least 1 prior year of data is included for each LEA-chosen metrics. If the metric(s) do not have previous data available, LEA has indicated that appropriately.</li> <li><input type="checkbox"/> 2022-23 Performance Targets are set for each LEA-chosen metric.</li> </ul>	
OR		
	<p>LEA completed Section IV.B by providing a brief narrative that identifies how the LEA plans to measure progress towards college and career advising and mentoring goals. The narrative includes the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> At least one clear metric that is quantifiable.</li> <li><input type="checkbox"/> Reflection on prior performance.</li> <li><input type="checkbox"/> At least one goal or target for future (2022-23) performance.</li> </ul>	

#### Section V: Report of Progress Narrative

Continuous Improvement Plan – Metrics Requirements		
Included	Required Item	Notes
	An appropriate narrative is provided that describes the progress the LEA made during the 2021-22 school year towards the Continuous Improvement Plan Performance Targets LEA set by the LEA in its 2021-22 CIP, as provided in the previous Sections I-IV.	

#### Section VII: Staff Performance – Previous Year Results & Current Year Performance Targets

Continuous Improvement Plan – Metrics Requirements		
Included	Required Item	Notes
	Groups of staff are appropriately aggregated by grade and subject or goal. The assessment tool is identified for each group.	
	Previous year (2021-22) results are provided for all aggregated staff groups.	
	2022-23 Performance Targets are set for all aggregated staff groups.	